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ABSTRACT

Large excerpts are presented from a document sent by UNESCO to all of its Member-States, a draft recommendation for submission to the general conference of UNESCO at its 19th session to be held in October 1976. Part 1 contains the preliminary report on the position of adult education and on the possible scope of the regulating action proposed. Part 2 contains the preliminary draft recommendation on the development of adult education. It is stated that the document reflects cumulative thinking on adult education concepts and practices over the last three decades, and mirrors, even if partially, the evolution of sociocultural values, systems, and thought in human societies. (LH)

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INTERNATIONAL INSTRUMENT FOR THE DEVELOPMENT OF ADULT EDUCATION

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FOR THE DEVELOPMENT OF ADULT EDUCATION

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DIRECTORATE OF NONFORMAL (Adult) EDUCATION
Ministry of Education & Social Welfare
Government of India

Here is a text which merits the attention of our readers. It is a document sent by UNESCO to all its Member-States. Since it concerns further development of adult education, it seems appropriate to circulate it to all those—administrators, social workers, adult educators, researchers, officers in governmental bodies and non-governmental organisations—who may be and should be interested to read this text, even in its preliminary form, to debate it and comment on it.

At its eighteenth session held in October, 1974, the General Conference of UNESCO resolved that an international instrument be drawn up on the development of adult education. This international instrument was to take the form of a recommendation to Member-States. Accordingly, the Director-General has prepared a report concerning the position with regard to the problem to be regulated and the possible scope of the regulating action proposed, as also a preliminary draft recommendation. The report and the draft have been circulated to Member-States for comments and observations, on the basis of which a final report and a revised draft recommendation will be placed before the next General Conference to be held in October 1976, for adoption.

The document reflects the cumulative thinking on adult education concepts and practices over the last three decades, and mirrors, even if partially, the evolution of socio-cultural values, systems and thought in human societies.

We are devoting this issue solely to large excerpts from this report as well as the full text of the Draft International Instrument in the hope that all those directly and indirectly associated with adult education in our country will find rich food for reflection. We look forward to responses from our readers.

INTERNATIONAL INSTRUMENT ON THE DEVELOPMENT OF ADULT EDUCATION

DRAFT RECOMMENDATION FOR SUBMISSION TO THE GENERAL CONFERENCE OF UNESCO AT ITS 19TH SESSION TO BE HELD IN OCTOBER, 1976

PART - I

*PRELIMINARY REPORT ON THE POSITION OF ADULT EDUCATION AND ON THE POSSIBLE SCOPE OF THE REGULATING ACTION PROPOSED.**

...Historical Background

1. The founding States of UNESCO declared in the Constitution "that the wide diffusion of culture and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern." This means that adult education has been one of UNESCO's responsibilities from the beginning.

2. Three international conferences on adult education have been landmarks in the evolution of ideas concerning its aims and application.

3. This resolution is the culmination of work which UNESCO has been carrying on in this field ever since it was established.

The Elsinore Conference (1949)

4. The war and its aftermath were still uppermost in all minds. More than half the 25 countries participating were Western European countries. The Conference expressed the idea that adult education should cease to be "a marginal enterprise serving the personal interests of relatively few people" and that, for reconstruction purposes, the peoples of many countries were in need of compensatory education: during the discussion the need for social justice and international understanding was deeply felt; the ideas of technical or vocational training and of literacy programmes were little voiced during the Conference, but adult education was said to have the task of "satisfying the needs and aspirations of adults in all their diversity."

5. As a result of the Conference, international cooperation increas-

* Extracts from Document ED/MD/37 of UNESCO, pp. 1-14 (Since these are extracts, paragraphs have been renumbered.)

ed to an extent hitherto unknown; a great many regional meetings and experimental programmes were organised, in particular basic education programmes. Voluntary organisations grasped the importance of their role and developed their activities at international level.

The Montreal Conference (1960)

6. A far greater number of countries—51 in all—were represented at this Conference, and 46 international organisations sent observers. The theme was : "Adult Education in a changing world". It had become obvious that life would henceforth imply adapting unceasingly to a rapidly developing physical and social context; it was now clear that gaining mastery of this development was an essential component of any nation's policy for coping with the pressures of change and improving the quality of life. To quote the final report, "Nothing less will suffice than that people everywhere should come to accept adult education as a normal, and that governments should treat it as a necessary, part of the educational provision of every country".

7. Proposals for constructive strategies include : assistance to be supplied by wealthy countries to poorer countries, priority for literacy training, women to have access to all types of education, preparation of civic participation, recognition of the importance of the activities of voluntary organisations, systematic training of teachers at all levels in adult education practices, progressive definition of the function of a professional adult educator, and extending the functions of schools and universities to include adult education. Above all, it becomes clear that adult education should be considered as an integral part of the educational system as a whole.

Developments since Montreal*

8. The trend is towards recognising that the main purpose of adult education is to help to make changes understandable, control them and, if possible, influence the direction they take.

9. Hundreds of millions of people have shaken off the yoke of colonialism and have gained independence; they have found themselves faced with the problems, growing daily more acute and urgent, of literacy training, rural development, and the training of all kinds of staff. It was inevitable that their initial tendency should be to reproduce the educational models inherited from the colonial era; however, activities in which the importance of the functional aspect of adult education was recognised were increasingly undertaken, and in 1965 a vigorous impetus was given to such activities at the World Congress of Ministers of Education on the Eradication of Illiteracy, held at Teheran.

10. Although functional literacy has been criticized for attempting to subordinate the adult to the machinery of the economy and the processes of production and paying insufficient attention to the participation and to social and cultural involvement, there is a growing tendency to give literacy training in particular and adult education in general a slant so that they meet the needs of economic development, at the same time encouraging social progress, participation in community life and also the transformation of society and the development of culture.

11. The existence of a close connection between social and economic advancement and the standard of education is no longer questioned in either industrialized or developing countries; it emerges clearly that more intense participation in the flow of knowledge, and a more systematic effort to combine theory and practice, can help solve the problems raised by rapid changes in production methods, unemployment and the migration of labour; thus in-service training courses have been organised and evening classes and correspondence courses developed while more and more countries have made legal provision for workers

* See *A Retrospective International Survey of Adult Education*, reference document of the Third International Conference on Adult Education, Tokyo 1972 (UNESCO/CONFEDAD/4).

to be credited with time off during working hours for training purposes. Adult education is thus gradually becoming a reality.

12. At the same time, the appearance and development of the concept of life-long education, by including adult education among the aims of national development plans, raised the question how it is to be dovetailed in with formal education. From this point of view, adult education is no longer seen merely as a substitute for formal education but as an intrinsic part of any education system, addressed, in its various forms, to the whole population; this means that the initial phase of education has a duty to provide a training for the subsequent acquisition of knowledge, know-how and forms of behaviour, and must be designed with this in mind. Universities are setting up departments specializing both in adult education work and the training of the necessary personnel, and in research into this subject. Workers' education organisations, trade unions, youth movements and women's movements, variously and independently, are becoming increasingly active not only at national level but also at international level. The audio-visual media, the press, television and especially radio, are becoming vehicles of culture and education. International exchanges of ideas and experience are being organised.

13. However, there is no denying the fact that, by the eve of the Tokyo Conference, despite wide-spread government action, the support forthcoming was still meagre and subject to budgetary fluctuations—in a word, marginal. With very few exceptions—some of the best-known occurring in the developing countries—the efforts made continued, on the whole, to be addressed to an elite which was already favoured by the educational system; and there were very few countries in which a structured, coherent, interdepartmental policy for the promotion of adult education had been introduced.

The Tokyo Conference (1972)

14. This Conference was attended by 82 Member-States, three non-Member States, five intergovernmental organisations and 37 international non-governmental organisations.

15. From the discussions which took place at the Tokyo Conference it emerged that adult education might be regarded as :

(a) an instrument for promoting awareness, an instrument for socialization and sweeping social change (it aims to create a society conscious of the values of a sense of community, and mobilizes energies : self-education and educating others is the duty, as it is within the power, of all);

(b) an instrument whereby the whole man (including man at work and man at play, man in his civic and family roles) can achieve fulfilment, by helping to develop his physical, moral and intellectual qualities;

(c) an instrument for preparing the individual for productive activity and for participation in management;

(d) an instrument with which to combat economic and cultural alienation and prepare the way for the emergence of a liberating, genuine national culture.

16. The Tokyo Conference, which had before it the conclusions of the Intergovernmental Conferences on Cultural Policies (Venice 1970 and Helsinki 1972), also expressed the view that as an essential component of both life-long education and cultural development, adult education helped to bind them together as the two inseparable facets of one and the same process.

17. Lastly, the Tokyo Conference considered that the elaboration and adoption of an international instrument bearing on the quantitative and qualitative development of adult education was an important objective for the 1970s.

B. Defining Adult Education

18. From the conclusions of the three conferences held in Elsin-

ore, Montreal and Tokyo, and from trends in educational practice over the period 1945-70, a certain conception of adult education emerges. Is it possible to put this into words ?

19. Let us note some recent definitions :

(a) C.D. Legge writes : "We interpret adult education to mean simply the education of adults, i.e. all the educational experiences of an adult and all the educational influences which bear on him. Our definition therefore includes formal classes in any subject, informal adult education work in clubs and associations and the direct or indirect effects of the mass media; it includes liberal adult education, technical education, craft education etc. in the more developed countries and community development, literacy and health education, etc. in the less developed areas".[1]

The author attaches prime importance to the content of adult education and the bodies involved in it, emphasizing the diversified and many-sided character of both.

(b) A.A. Liveright and N. Haygood write: "Adult education is a process whereby persons who no longer attend school on a regular and full-time basis (unless full-time programmes are especially designed for adults) undertake sequential and organised activities with the conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes; or for the purpose of identifying and solving personal or community problems. Defined in this way, adult education would include : literacy and fundamental education; vocational or job training; education about health, consumer, and family problems as well as education about physical and personal development; literature, art, drama, and other cultural programmes; community development, social education, and community organisation, political and civic education; religious or economic education and a vast variety of other educational programmes designed primarily for adults".[2]

(c) J. Dumazedier writes : "Sociologically, adult education may be defined as action for the cultural development of society or its component groups, consciously directed towards the development of the economy, of society and of the human personality, by means of a system of continuous or recurrent learning which brings the culture of a member of society into contact with those kinds of culture and cultural levels which are most capable of encouraging such development".[3]

The definition, wider in scope than the previous ones, refers to both the objectives and the strategy of adult education, it seeks to convey the intensity of the interactions between individuals and the community which should be generated by adult education. Here, it seems, we do indeed have the key elements of a definition, even if they need to be supplemented by a more in-depth analysis of structures, content and methods.

20. With regard to those receiving education, it will be noted that none of the three definitions quoted above explains what is meant by "adult". Yet this may well convey different meanings. If, as no one denies, adulthood is not merely

1 Training Adult Educators and the Diploma in Adult Education, University of Manchester, in *Notes and Studies*, E.B.A.E., No. 2, November 1962.

2 In the *Exeter Papers*, Boston, 1969, p. 8

3 Dumazedier, J. : *Sociologie empirique du loisir Critique et contrecritique de la civilisation du loisir*, Sociology series, Editions du Seuil, Paris 1974, p. 215

a question of age, what other criterion can be used? The age at which the individual becomes independent? Or when he shoulders his responsibilities? The least arbitrary criterion of all still appears to be that of recognition as an adult by the society to which the individual belongs, since it respects the principle of free self-determination on the part of the society in question and at the same time affords a certain degree of flexibility in application. A further advantage of this definition is that it does not run counter to the teachings of modern thought, which now refuses to correlate "adult" with "maturity" or "full development".

C. Objectives and Strategy

21. The objectives it appears desirable and possible to ascribe adult education do not differ radically from those which, in our view, any educational undertaking worthy of the name should have in mind.

22. Thus the objectives ascribed by Condorcet to the education of children and adolescents might equally well be ascribed to adult education: "To provide all members of the human race with the means of meeting their own needs, seeing to their own well-being, knowing and exercising their rights, and understanding and doing their duty; to afford each one the opportunity of improving his skills, fitting himself for the social tasks he may be called upon to perform, and developing all his natural talents; and thereby to establish practical equality among citizens and to make the political equality recognised by law a reality: this must be the primary aim of a national education system; and, as such, it is but right that the public authorities should provide it".[1]

23. However, since it is addressed to adults at grips with the major problems of the world in which they live, adult education should be conceived more than any other educational undertaking, as a contribution to undertaking and solving these problems.

24. The first problem is that our destiny is taking on world proportions. In the words of Aime Cesaire, we are "open to every wind that blows". But it would be wrong to suppose that the boom in transport and communications has of itself sufficed to abolish distance. Furthermore, the increasingly international character of the aspirations and values of certain groups and communities does not prevent, as the inevitable result of the current system of international relations, the widening of the economic and cultural gap which separates the poor from the rich countries. An understanding and acceptance of the diversity of customs and cultures must become accessible to the greatest possible number, and lead as far as possible to common action on behalf of the least privileged.

25. The speed and direction of the changes which occur are such that they are causing various kinds of imbalance, firstly in the relations between human beings and the natural world and secondly, among human beings themselves.

26. In many societies the problem of the community's control over technology has for long been neglected, and the result is the proliferation of harmful effects. Pollution and noise are a serious threat to man's physical and mental health, and to the quality of the environment. Man must no longer turn a blind eye to the problem, he must curb the damage done to nature and rediscover air, water, forests and silence.

27. In some technically advanced societies the individual tends to resign himself to the ephemeral: in the 'lonely crowd' he has no more than fragmentary relationships, he never comes face to face with others in the fullness of their nature, their character, their existence. This

1 Condorcet, A.C.: *Report and draft decrees on the General Organisation of Public Education*, submitted to the National Assembly, on behalf of the Committee of Public Education, on 20 and 21 April 1792.

gives rise to a series of ills — anxiety, despair, divorce, suicide, indiscriminate conusmption, the feeling that an ecological catastrophe is imminent; the taking of dangerous drugs; lack of communication between individuals, between parents and children. These ills reveal the need to uphold the "quality of life", and first and foremost to combat all forms of segregation and isolation.

28. The influence of the mass media has increased considerably over the past few years; as a result, listeners and viewers are faced with problems of choice, criticism and resistance to passivity. The mass media have not solved the language problem; some programmes use an elitist language which passes over the heads of large numbers of people; often the listener retains only that which has been deliberately highlighted, and this may cause mental conditioning. In addition, the mass media are now able to encompass most human problems and contemporary values, but they are frequently governed by the law of the market, and are then forced to look for the lowest common denominator. This is not an irremediable situation. The mass media are sometimes used to good effect, and steps should be taken to encourage such use and make it more prevalent.

29. Adult education is frequently referred to in relation to the use of leisure. The problem of leisure arises in both industrialized and developing countries. E.D. Zinsou writes in this connection: "We really have too much leisure. This state of affairs is the result neither of laziness nor of negligence, but is the logical and inevitable outcome of our socio-economic situation. This is one more reason for putting it to the best possible use".

30. In the industrialized countries, leisure time has increased, and so has the need for it. The need for leisure is expressed by some as a need to escape from "active" life, and by others as a need to find opportunities of freer self-expression outside the confines of one's work and one's various obligations. However, the concentration of leisure time (in week-ends, paid holidays, etc.) causes overcowding in leisure-time resorts. Many forms of leisure cause or encourage the individual to be passive, and the systematic commercial exploitation of leisure often runs counter to the aims of education.

31. There is another cateory of individuals who have a great deal of leisure time, namely the elderly. For this category, whose needs and aspirations to a full and dignified life are still a long way from being met, preparation for, and educational activity during, retirement are an evident necessity.

32. The aims should be to give leisure time its true dimension, as a particularly favourable period for doing what one really wants, giving free rein to creative intuition and expression of other forms of community feeling than those which take root in a working environment.

33. There are, however, two features of the world today which confer functions of outstanding importance on adult education: in the first place, the explosion of knowledge, the rapid development of science and the increasing pace at which both techniques and values are being transformed make it a standing necessity for each individual not only to keep his knowledge up-to-date but to perceive it as being provisional, and to look on the world which surrounds him as a changing one; in the second place, at the same time as the universe of his existence is increasingly interdependent, world-wide and global in scale, the individual is more and more rent and fragmented by the scattered nature of his responsibilities and various tasks, their inherent contradictions, the loneliness which encompasses him due to the compartmentalisation of groups, the frittering away of his time and his inability to see events as a whole. The task of adult education is to help him offset and transcend these limitations, and find himself as a fully integrated personality.

34. In the light of these few examples it is obvious that if adult education is to become an instrument for solving the problems of the community, society as a whole must agree to embark on the process of education. Here we have a second essential component of any strategy for adult education, alongside the principle that the recipients must be involved in determining the objectives and content of the educational activities in which they are called on to participate.

35. One may however ask whether only one single strategy exists, or whether there is room for variants. Naturally one cannot ignore the level and type of development, or the features specific to the various groups of which societies are made up, any more than one can ignore the importance and efficiency of the education systems.

36. The nature and intensity of the problems whose understanding and solution adult education must endeavour to facilitate differ profoundly as between countries which are highly developed industrially, societies on the threshold of industrialization and those with a traditional rural economy. In addition, even industrial societies differ in their features, and in most cases there exist side by side production techniques ranging from traditional rural production to electronics, and including craftwork and assembly-line production. Each situation has its own needs and order of priorities, on which adult education should try to model itself as closely as possible.

37. As regards education systems, three major types of situation are to be found:

an education system exists which is considered to be stable and satisfactory, there is a high enrolment rate and a good balance between the number, quality and variety of qualified persons, on the one hand, and the requirements of the economy and the needs of society in general, on the other. In this case, adult education will be mainly concerned with meeting the needs arising from the gathering momentum of scientific and technical development, from economic, social and cultural changes and from the increased demand for education for purposes of individual enrichment; an education system exists whose nature, structures, curricula, methods and quantitave efficiency are found wanting by many people and seem to call for radical rethinking. In such a case, besides the above-mentioned functions, adult education has the immediate taks of correcting the imperfections of formal education; it constitutes a factor in the democratization of access to education and culture, and an instrument for economic and social adjustment; the education system is underdeveloped, but is faced with an urgent need for education, which is unlikely to be met except in the relatively distant future, on account of the heavy burden already laid by educational expenditure on the national budget. In such circumstances, adult education is seen as an activity which is immediately profitable, since it is aimed primarily at the occupationally active sectors of the population, and can thus respond directly to the practical needs of economic, social and cultural development. In addition, by reaching parents, it serves at the same time to educate children, which is not the least of its merits whatever the kind of society concerned.

38. Bearing in mind the foregoing, it is clear that we have not one, but different, strategies for adult education.

39. In this connection, there would be no point in opposing a strategy giving pre-eminence to economic considerations to a strategy geared to cultural considerations. It is clear that, whatever the context in which adult education is called on to develop, it should have as its

primary aim that of calling forth, in the adult, independent aspirations, attitudes and forms of behaviour, so enabling him to understand and assimilate change and participate in the development and transformation of society. It is also clear that any such aim is incompatible with educational structures which are cut off from life, and programmes which are highly specialized in content. Yet what is even more important than the identity of those who take action is their ability to establish communication with the environment, and what counts even more than the nature of education programmes is the approach on which they are based.

D. Structures

40. Adult education must be provided with structures that are flexible and decentralized, but coordinated and fully integrated into the education system as a whole.

41. For this purpose, recourse should be had, on as wide a basis as possible, to all bodies and institutions capable of contributing to adult education work: in particular, schools and universities, workers' education movements, trade union organisations, cooperative, women's, religious, cultural and sports organisations, youth organisations and those responsible for the popularisation of science, the mass media, libraries and museums, enterprises and all individuals having qualifications in this field or capable of acquiring them.

42. The contribution by these various agents may take the form of the organization and implementation of programmes; or it may be limited to the provision of educators or organizers, equipment, advice on methods or even accommodation and facilities.

43. The more numerous and varied the agents, the more pressing will be the need to set up coordinating machinery at different levels bringing together the representatives of the public authorities and of the bodies and institutions concerned with adult education. It might be the function of such machinery to ensure concerted action and the necessary coordination at the planning and operational stages, and to generate new activities, in particular any which seem to be necessary for the long-term development of education programmes.

44. The fact is that adult education policy cannot be limited to the mobilisation of existing educational resources or to the establishment, in the light of the needs felt to be the most urgent, of new institutions with direct responsibility for meeting these needs.

45. The long-term development of adult education presupposes a certain amount of preliminary investment. In particular, in-depth studies must be carried out on the educational, sociological, economic and financial problems with which the various agents are faced. There is a need to train administrators, educators and those who train educators, and to develop the production of educational materials. Work will also have to be carried out on the planning and evaluation of the activities undertaken. In addition, documentation will have to be compiled and statistical data collected, while educational information and guidance services will have to be established for adults as well as data exchange networks for the educators and bodies concerned.

46. Adult education activities conducted by non-governmental bodies, in particular by voluntary associations, and groups, should be encouraged and should be entitled to systematic support from the State. With a view to clarifying the respective obligations of all those taking part, such support might take the form of technical and/or financial assistance, and be accorded under the terms of an agreement or contract. It is however essential that bodies in receipt of State support should maintain the autonomy they need to succeed in their educational task. Whatever happens, their freedom of thought should not be questioned.

47. In most countries schools can make a considerable contribution to the expansion of adult education. However, schools must first become aware of the practical problems of the community and be willing to play

their part in solving them, direct and regular contacts must be established with the different sectors of the adult population, and teachers must be prepared to cope with the special circumstances surrounding such work.

48. The effort required from the mass media, if they are to play the role they should in contributing to adult education, is basically much the same. They should enter into contact with their public, solicit its participation and stop acting merely as "emitters", in order that a two-way flow may be established between them and those who receive their programmes.

49. If this result is to be achieved, it will probably be necessary to set up appropriate coordinating machinery bringing together those responsible for the mass media, in particular radio and television, and those responsible for adult education.

50. Lastly, there is no doubt that cable television networks, by allowing communities which so desire to broadcast for themselves, thereby forging new links between their members, constitute another suitable medium, the use of which deserves to be developed.

E. Content

51. The content of adult education should derive directly from the ends sought. Like them, it should be varied. There appears to be no field which is *a priori* beyond the scope of adult education. However, the main thrust of the effort should undoubtedly be in areas where the needs arising from change weigh most heavily, and it should be a paramount concern to avoid too narrow an approach; change calls for a speedy response, but the questions it raises are inevitably recurrent, and one must go beyond surface appearances.

52. General education should aim not so much at amassing knowledge which claims to be encyclopaedic as at enchancing knowledge which can be used as a tool; it should confer readier and more precise mastery of the various methods, instruments and languages which make possible the development of the critical spirit, as well as of the ability to analyse and form an overall view.

53. In vocational training, the aim should be to exclude a limited approach geared to a particular situation. On the contrary, the end in view should be polyvalence and an awareness of the problems relating to the economic and social environment of work.

54. Training in social, economic and political matters should prepare citizens for democratic participation in the management of a society's affairs at all levels, and enable them to resist indoctrination and propaganda. To the extent that the mass media increasingly take over responsibility for information, adult education leaders should aim primarily at promoting a selective and critical approach to information, and the ability to correct it where necessary.

55. In training, with a view to cultural development, the aim should not be merely to propagate a pattern provided by certain categories of society, but to foster forms of expression which are appropriate to each individual and each group, arising from their experience of life and their own particular values.

56. Generally speaking, priority should be given to recovering and restructuring the resources and means which underprivileged groups or those on the fringe of society can use to fulfil and express themselves.

57. For example, although large numbers of people each year leave to swell the ranks of the urban population, the great majority of the inhabitants of developing countries still live in small villages or on isolated farms; some continue to lead a nomadic life; most rural areas are growing constantly poorer, and their social and cultural structures are breaking down. These areas must be helped to recover equipoise, by protecting them from the shock of being plunged headlong into the modern world, while enabling them to benefit from the fruits of technical progress and social advancement, so

as to make them once again masters of their destiny.

58. New categories of underprivileged, such as socially maladjusted persons, immigrants and the unemployed, have been gradually added to the already existing categories of the illiterates and the physically and mentally handicapped. For all these groups, activities should be introduced which are suited to their needs.

F. Methods

59. Whatever the content, the final objective of adult education, viz. the adult's assumption of responsibility for the problems facing him, with the support of the society in which he lives, should directly inspire the methods employed.

60. The end sought should exclude any type of training in which principles, content or methods are dictated from above.

61. The end sought should also exclude any routine method, any method which places adults undergoing training in a dependent situation, or any method which introduces a divorce between them and their environment or everyday life.

62. It must be recognised that each and every adult undergoing training is possessed of a sum total of personal experiences particular to himself, and stands at the centre of a network of interrelationships which make his situation unique.

63. The essence of the problem of adult education is to render these experiences and this situation educational. This is only possible if the adult is given the means to turn them to account, both as an individual and as a member of a community.

64. It is, therefore, desirable not to focus solely on the implementation stage, at the expense of the other equally fundamental stages which should enter into any adult education programmes, in particular the definition of objectives and the evaluation of the training given.

65. The individual characteristics of each adult undergoing training include the nature and importance of the constraints to which he is subject. An effort should accordingly be made to find and adopt the best means of coordinating education with the lives of individuals, taking account of the way in which they divide up their time between leisure and work. The aim should be to adapt education time-tables to individual needs, rather than to adapt individuals to these time-tables.

66. Lastly, special attention should be paid to the teaching aids employed, as also to the technical facilities, used for adult education activities.

67. As far as possible, adults should be associated with the choice, and in some cases the development, of the educational materials to be used during the activities in which they take part.

68. As regards facilities, wherever possible, use should be made of existing infrastructures for education, science, culture, sport, social and leisure activities. The use of the same facilities for different purposes means that the activities involved no longer take place in isolation, that the barriers between different aspects of life are removed, and this helps to combat the segregation of groups by age or social background. However, adult education is at home in the most everyday places, and frequently workshops, fields or public thoroughfares provide as satisfactory a setting as a classroom or cultural centre.

G. Other questions which might be regulated on an international basis

69. In addition to the objectives, structures, content and methods which go towards defining adult education, other relevant questions could well be the subject of an international instrument.

70. These include for instance:

the relationship between adult education and education for young people;

the relationship between adult education and work;

the training and status of adult education workers; international cooperation.

71. As regards the relationship between adult education and education for young people, two complementary phenomena should be highlighted, on the one hand, the extent to which the possession of a certain amount of preliminary education influences opportunities of access to, and fruitful participation in, adult education, and on the other hand, the lessons which might be drawn from adult education with respect to early education. Such lessons are a strong argument for reconsidering and readapting the structures and methods of education for young people...

72. As regards the relationship between adult education and work, this is admittedly only one special aspect of the problem raised by the development of adult education. It is however an aspect which lends itself to regulation, and one on which a considerable amount of thinking has been done in a number of countries and also in international organisations. For example, the ILO adopted in 1974 an international convention and recommendation on paid educational leave. The major guiding principles in regard to the policy to be adopted in this field should therefore be formulated.

73. As regards staff, it should be stressed that there are certain necessary qualifications for adult education workers, and that these must be acquired. The staffing problem should therefore be posed in terms of the mobilisation of resources, the preparation of adult education workers for the responsibilities they will have to assume, and the fitting in of these responsibilities with other activities, occupational or otherwise.

74. The problems of adult education are, however, sufficiently complex to justify the gradual building-up of a body of specialists capable of contributing both to the training of educators and to in-depth studies. Lastly, adult education needs not only educators and organisers but also planners, administrators, psychologists, etc.

75. As regards international cooperation, its usefulness in the field of adult education no longer stands in needs of proof. It should therefore be strengthened by such means as encouraging consultation on specific problems of common interest, making available foreign expert assistance to countries which so desire in order to mobilize their human and material resources for adult education purposes, launching multinational studies and research projects, setting up or developing the activities of centres or units which could take their place in an international system for documentation and for the collection and processing of comparable data, and giving support to the activities of regional or international associations which deal with adult education.

76. There is however a field in which special action should be taken: the cost of facilities and educational materials, in particular audio-visual techniques and programmes, is a serious obstacle in the way of their dissemination. The international community should, therefore, make a united effort to find rational solutions to this problem, and to do away with the restrictive regulations which have given rise to this situation.

77. Lastly, we should call attention to the fact that it is as much an act of justice as of wisdom to continue to give effective support, either by bilateral action or through international bodies, to the adult education activities of developing countries, particularly those with the highest proportion of illiterate adults. It is important, however, to guard against the possibility that foreign aid might take the form of a straight forward transfer of the structures, curricula, methods and techniques used by those providing assistance; on the contrary, it should consist in encouraging and stimulating endogenous development in the countries concerned, by creating appropriate institutions and well-planned structures which are suited to the special circumstances of these countries, as well as by training specialized staff...

PART - II

PRELIMINARY DRAFT RECOMMENDATION ON THE DEVELOPMENT OF ADULT EDUCATION

The General Conference of the United Nations Educational, Scientific and Cultural Organisation, meeting in.....from.....to..... 1976, at its nineteenth session,

Recalling the principles set forth in Articles 26 and 27 of the Universal Declaration of Human Rights, defining, guaranteeing and specifying the right of everyone to education and to participate freely in the cultural, artistic and scientific life of the community,

Considering that the access of adults to education is a fundamental aspect of the right to education and a prerequisite to exercise of the right to participate in cultural, artistic and scientific life,

Considering that the rapid pace of technical, economic and social change requires that education be considered as a life-long process and that adult education has an essential place in such a process,

Considering that the development of adult education is necessary as a means of achieving a more rational and more equitable distribution of educational resources between young people and adults and of ensuring better understanding and more effective collaboration between the generations,

Convinced that adult education has a decisive contribution to make to the full development of the human personality, to the renewal of educational methods and the renovation of education systems and also to economic and cultural development and social progress.

Reaffirming that the attainment of this objective entails creating situations in which the adult is able to choose, from among a variety of forms of educational activity the objectives and content of which have been defined with his collaboration, those forms which meet his needs most closely and are most directly related to his interests,

Bearing in mind the diversity of modes of training and education throughout the world and the special problems peculiar to the countries whose education systems are as yet under developed or insufficiently adapted to national needs,

Wishing to give effect to the conclusions, declarations and recommendations formulated by the second and third international conferences on adult education (Montreal 1960; Tokyo 1972),

Desirous of making a further contribution to putting into effect the principles set forth in the commendations addressed by the International Conference on Public Education to the Ministries of Education concerned the access of women to education (Recommendation No. 34, 1952), facilities for education in rural areas (Recommendation No. 47, 1958) and literacy and adult education (Recommendation No. 58, 1965),

Taking note of the provisions of the Revised Recommendation concerning Technical and Vocational Education adopted by the General Conference at its eighteenth session (1974) and of resolution 3.426 adopted at the same session with a view to the adoption of an international instrument concerning action designed to ensure that the people at large have free democratic access to culture and an opportunity to take an active part in the cultural life of society.

Noting further that the International Labour Conference has adopted a number of instruments concerned with various aspects of adult education, and in particular the recommendation on vocational guidance (1949), the recommendation on vocational training in agriculture (1956), the recommendation on vocational training (1962) and the convention and recommendation concerning paid educational leave (1974), and that the same Conference, during its 59th session, approved conclusions with a view to the adoption in 1975 of one or more further instruments on vocational guidance and vocational training,

Having decided at its eighteenth session, that adult education would be the subject of a recommendation to Member States,

Adopts the present recommendation this..... day of.....1976.....

I. Definition

1. In this Recommendation, the term 'adult education' denotes the entire body of organised educational processes whereby persons regarded as adult by the society to which they belong, and particularly persons already in employment or seeking employment, are enabled to develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitudes or behaviour.

II. Objectives and Strategy

2. Generally speaking, the aim of adult education should be to contribute to:

(a) developing the aptitude for acquiring, either individually or in groups, new knowledge, qualifications, attitudes or forms of behaviour conducive to the full flowering, unity and equilibrium of the personality;

(b) developing a critical understanding of major contemporary problems and social changes and the ability to play an active part in the progress of society with a view to achieving greater social justice;

(c) promoting increased awareness of, and giving effect to, all forms of solidarity, whether at the local, professional, national or international level;

(d) ensuring the individual's harmonious and effective incorporation into the world of work, developing the ability to create, either individually or in groups, new material goods and new spiritual or aesthetic values;

(e) promoting increased awareness of the relationship between man and his physical and cultural environment, and fostering the desire to improve the environment, and to respect

and protect nature, the common heritage and public property;

(f) inculcating an understanding of and respect for the diversity of customs and cultures, on both the national and the international planes;

(g) developing the necessary discernment in using mass communication media, in particular radio, television, cinema and the press, and interpreting the various messages addressed to modern man by society.

3. Adult Education should be based on the following principles :

(a) it should stimulate and sustain the interest of adults undergoing training, appeal to their experience and enlist their active participation at all stages of the educational process in which they are involved;

(b) it should adapt to each individual situation and and take into account the personal characteristics of the adult undergoing training, his age, his social, occupational or residential background and the way in which these interrelate;

(c) it should seek the backing of the community to which the adult undergoing training belongs and involve it as extensively as possible in the educational process.

4. Each Member State should recognize adult education as a necessary and specific component of its education system and as a permanent element in its economic, social and cultural development policy; it should consequently, promote the creation of structures, the preparation and implementation of programmes and the application of educational methods which meet the needs and aspirations of all categories of adults, without restriction on grounds of sex, race, geographical origin, age, social status, opinion, belief or prior educational standard.

5. Each Member State should, in particular, work towards ensuring the equality of access of girls and women to the entire range of adult education activities, including those which provide training for qualifications leading to activities or responsibilities which have hitherto been reserved for boys and men.

6. Measures should be taken with a view to promoting the access to adult education programmes of members of the most underprivileged groups, especially country people, whether settled or nomadic, illiterates, persons experiencing difficulties of social adjustment, young people who have been unable to acquire an adequate standard of general education or a qualification, persons suffering from a physical or mental handicap migrant workers and refugees, unemployed workers and old people.

7. The objectives of adult education policy should be incorporated in national development plans; they should be defined in relation to the overall objectives of education policy and of economic, social and cultural development policy.

8. Measures should be taken to ensure that the public authorities, institutions or bodies engaged in education, voluntary associations, workers' and employers' organisations and users are associated in the task of defining and giving effect to these objectives.

9. Adult education and other forms of education, particularly school and higher education and initial vocational training, should not be conceived or organised as separate systems but as components of equal importance in an integrated and differentiated education system meeting the requirements of life-long education.

10. It should be recognized that although in a given situation or for a given period, adult education may play a compensatory role, it is not intended as a substitute for adequate youth education.

11. The place of adult education in each education system should be defined with a view to achieving:

(a) a rectification of the main inequalities in access to initial education and training, in particular inequalities based on age, sex, social position or social or geographical origin;

(b) greater flexibility in the division of human life as between periods of education and of work, and the alternation of such periods during the entire life span;

(c) recognition, and increased exploitation, of the actual or potential educational value of the adult's various experiences;

(d) the easy transfer from one kind, type of level of education to another;

(e) a greater interaction between the education system and its economic, social and cultural setting;

(f) a better return on educational expenditure as regards its contribution to economic, social and cultural development.

12. Agrarian reform programmes, programmes for the modernisation of agriculture, crafts or trade, industrial development programmes, programmes designed to combat poverty or to eliminate unwholesome living quarters, programmes to combat major endemic diseases or social evils and programmes for the development of hygiene and health (including nutrition) should necessarily include sub-programmes for adult education.

III. The Structures of Adult Education

13. Member States should endeavour to ensure the establishment, maintenance and development of a network of bodies meeting the needs of adult education, whether explicitly stated or not, planned or otherwise; this network should be sufficiently diversified to meet the variety of educational situations and sufficiently flexible to adapt to their evolution.

14. Measures should be taken in order to:

(a) identify and anticipate educational needs capable of being satisfied through adult education programmes;

(b) make full use of existing educational facilities, including public libraries and museums, and create such facilities as may be lacking;

(c) make the necessary investments for the development of adult education; the training of training and organisational personnel, the production of equipment and the preparation of educational strategies and methods suitable for adults;

(d) encourage exchanges of experience and compile and disseminate statistical and other information on the strategies, structures, contents, methods and results, both quantitative and qualitative, of adult education;

(e) bring the existence and nature of adult education programmes to the attention of all potential beneficiaries, in particular the most disadvantaged, on a systematic basis, inform and counsel those wishing to participate and provide background information and encouragement for those who are hesitant about participating.

15. In order to achieve these objectives, recourse should be had not only to institutions and establishments whose primary concern is adult education but also to:

(a) school, university, cultural and scientific establishments whether public or private, at all levels;

(b) mass information bodies; the press, radio and television;

(c) voluntary associations and consortia;

(d) professional, trade union and family organisations;

(e) commercial firms;

(f) educators, technicians or qualified experts working on an individual basis;

(g) any person or group of persons expressing the wish and who are in a position to make a useful contribution in this regard by virtue of their education, training, experience or professional or social activities.

16. Member States should encourage school and university establishments to participate on a broad basis in adult education programmes and in action designed to promote the development of such programmes, in particular by making available their own teaching staff, conducting research and training the necessary personnel.

17. There should be set up, at all levels, national, regional and local:

(a) structures or procedures for joint action and coordination between public authorities which are competent in the field of adult education;

(b) structures or procedures for consultation, joint action and harmonization between the said public authorities, the representatives of adults undergoing training and the entire range of bodies carrying out adult education programmes or activities designed to promote the development of such programmes.

It should be among the principal functions of these structures to identify the objectives, to study the obstacles encountered, to promote and, where appropriate, carry out the measures necessary for implementation of the adult education policy and to evaluate the progress made.

18. There should be set up at national level, and, where appropriate, at regional level, structures for joint action and cooperation between the public authorities and bodies responsible for adult education on the one hand and the public or private bodies responsible for radio and television on the other.

It should be among the principal functions of these structures to study, propose, and, where appropriate, carry out measures designed to :

(a) set aside an adequate proportion of broadcasting time for education programmes;

(b) promote the objectivity and educational qualities of programmes as a whole;

(c) establish a two-way flow of exchanges between those responsible for or those professionally engaged in educational programmes broadcast by radio or television and the groups at which they are aimed.

19. Arrangements should be made to ensure, on a regular basis, the necessary funds for adult education programmes and action designed to promote the development of such programmes, it should be recognized that the public authorities and employers have to contribute to these funds to an extent commensurate with their respective responsibilities and in accordance with the nature of the programmes in question.

20. Member States should allocate to adult education a percentage of public funds, and particularly of public funds earmarked for education, matching the importance of such education to society.

21. Member States should ensure that the public authorities :

(a) encourage, by laying down an appropriate legal and financial framework, the creation and development of adult education associations and consortia on a voluntary and administratively independent basis;

(b) provide non-governmental bodies participating in adult education programmes, or in action

designed to promote such programmes, in particular under contract, with the technical or financial resources enabling them to carry out their task;

(c) see that such non-governmental bodies, enjoy the freedom of opinion and the technical and educational autonomy which are necessary in order to give effect to the principles set forth in paragraph 2 above;

(d) take appropriate measures to ensure the educational and technical efficiency of programmes or action conducted by profit-making bodies or bodies in receipt of contributions from public funds.

22. Lack of funds should not be an obstacle to the participation of interested parties in adult education programmes. The participation of members of underprivileged social groups should, in all circumstances, be free of charge.

IV. Content of Adult Education

23. Adult education activities should cover all fields of life and knowledge and be addressed to people whatever their level of achievement. In particular, they should relate to :

(a) elementary education;

(b) hygiene, health, the upbringing of children, household management, consumer education;

(c) knowledge of nature and the environment;

(d) technical and vocational training, further training and retraining;

(e) human rights and means of ensuring their exercise;

(f) the major problems of the modern world;

(g) civic, political, trade union and cooperative education;

(h) the natural sciences, social sciences and humanities;

(i) education for cultural development and for artistic creation;

(j) physical and sports education.

24. Civic, political, trade union and cooperative education activities should be aimed particularly towards developing independent and critical judgement and implanting or enhancing the necessary abilities for participation in the management of social affairs at all levels.

25. Technical and vocational education activities should emphasize the acquisition of qualifications which are sufficiently broad to allow of subsequent changes of occupation and should combine general education and a preparation for working life.

26. Activities designed to promote cultural development and artistic creation should provide training in the appreciation of existing cultural and artistic values and works and, at the same time, should aim to promote the creation of new values and new works, by releasing the expressive capabilities inherent in each individual or group.

27. As far as settled or nomadic rural populations are concerned, adult education activities should be designed in particular to :

(a) enable them to use technical procedures and methods of individual or joint work likely to improve their standard of living without obliging them to forego their own values;

(b) put an end to the isolation of individuals or groups;

(c) prepare individuals or groups of individuals who are obliged to leave their homes, despite the efforts designed to halt the depopulation of the countryside, for a change in their way of life or for a new field of activity.

28. With regard to such persons or groups as have remained illiterate or are experiencing difficulty in adjusting to society because of the slenderness of

their resources, their limited education or their restricted participation in community life, adult education activities should be designed, in particular, not only to enable them to acquire basic knowledge (reading, writing, arithmetic, basic understanding of natural and social phenomena), but also to make it easier for them to engage in productive work, to promote their self-awareness and their grasp of the problems of hygiene, health, household management and the upbringing of children and to enhance their autonomy and increase their participation in community life.

29. With regard to young people who have been unable to acquire an adequate standard of general education or a qualification, adult education activities should, in particular, enable them to acquire additional general education with a view to developing their ability to understand the problems of society and shoulder social responsibilities and gaining access to the vocational training which is necessary for the exercise of an occupational activity.

30. With regard to the physically or mentally handicapped, adult education activities should be designed, in particular, to restore or offset the physical or mentel capacities which have been impaired or lost as a result of their handicap, and to provide them with the technical or professional qualifications required for the exercise of an occupational activity compatible with their handicap.

31. With regard to migrant workers and refugees, adult education activities should enable them, in particular, to acquire the linguistic and general knowledge as well as the technical or professional qualifications necessary for their temporary or permanent assimilation in the society of the host country and, where appropriate, their reassimilation in the society of their country of origin.

32. With regard to unemployed workers, adult education activities should be designed, in particular, to adapt or modify their technical or professional qualification with a view to enabling them to return to employment.

33. With regard to the aged, adult education activities should be designed, in particular:

(a) to provide a grounding in the problems facing retired people and in ways of dealing with such problems, for the benefit of those who are on the point of leaving working life;

(b) to enable those who have left working life to retain their physical and intellectual faculties and to continue to participate in community life and also to give them access to fields of knowledge or types of activity which have not been open to them during their working life.

V. Methods of Adult Education and Research

34. Participation in an adult education programme should of necessity be a voluntary matter.

35. Participation in adult education programmes should be subject only to the ability to follow the course of training provided and not to any (upper) age limit or any condition concerning the possession of a diploma or qualification; any aptitude tests on the basis of which a selection might be made if necessary should be adapted to the various categories of candidates taking such tests.

36. Adult education methods should take account of:

(a) the experience gained by the adult in the exercise of his family, social and occupational responsibilites;

(b) the family, social or occupational obligations borne by the adult and the fatigue and impaired alertness which may result from them; and

(c) the special characteristics of the adult's learning process.

37. Adult education programmes for the improvement of technical or professional qualifications should, as a general rule, be organized during working time and, in the case of seasonal work, during the slack season.

38. In order to encourage the broadest possible participation in adult education, the programmes should include one or more of the following:

(a) remote teaching programmes such as correspondence courses and radio or television broadcasts, the intended recipients of such programmes being invited to form groups with a view to working or listening together (such groups should receive appropriate pedagogical support);

(b) programmes launching by mobile units;

(c) self-teaching programmes.

The various services which public libraries able to put at the disposal of adults undergoing training should be developed on a systematic basis.

39. It should be possible to acquire certain forms of training or qualifications through intermittent participation in education activities leading to the award of credits which can be accrued and/or entered in an individual student's 'course record book'.

40. In general, adult education activities should include the following phases, whether consecutive or otherwise:

(a) background information;

(b) compilation of requests and assistance in formulating requests or identifying needs;

(c) definition of objectives;

(d) finalization of the programme and of materials;

(e) the course itself;

(f) evaluation.

Adult education activities, and, in particular, activities concerned with pre-literacy or literacy work or programmes intended for persons having a low level of educational attainment, should include a "follow-up" phase designed, through various means such as educational radio and television programmes, group study sessions, etc., to ensure that what has been learnt during such activities is consolidated and extended.

41. Relations between the adult undergoing training and the adult education teacher should be established on a basis of mutual respect and cooperation.

42. The methods used in adult education should not appeal to a competitive spirit but should develop in the adults undergoing training a shared sense of purpose and habits of participation, mutual help, collaboration and team work.

43. Teaching materials (textbooks, audio-visual equipment, etc.) for adult education should be prepared with a view to the categories of persons for whom they are intended and with their assistance; in so far as this is possible, they should be adapted to each specific situation.

44. The premises used for adult education need not necessarily be used for that exclusive purpose but may also be multipurpose or integrated facilities or premises generally used or capable of being used for other purposes—in particular, school, university and scientific establishments, social, cultural or socio-cultural centres, clubs, workshops or open air sites.

45. Particular emphasis should be placed on adult education activities of concern to an entire social or geographical entity or, failing that, action (or institutions) of concern to a diversified audience (children as well as adults; those who are employed as well as those who are not employed).

46. Member States should initiate, promote and support research concerning adult education and, in particular, research on:

(a) incentives and obstacles to learning;

(b) the adult's learning process;

(c) the processes through which and ways in which knowledge is acquired, in particular among populations without previous education;

(d) processes of interpersonal and mass communication;

(e) teaching aids;

(f) evaluation of the effectiveness of training;

(g) the socio-economic aspect of adult education;

(h) the assessment and adjustment of supply and demand with regard to adult education facilities.

The corresponding research programmes should be carried out by universities, adult education bodies and research bodies.

VI. Training and Status of Persons Engaged in Adult Education Work

47. It should be recognized that adult education requires the participation of persons possessing the necessary qualifications. It follows that persons responsible for taking part in the preparation and implementation of adult education programmes should be adequately trained and that their knowledge and skills should be periodically updated.

48. Measures should be taken in order to secure the recruitment and training of :

(a) educators specializing in adult education at all levels;

(b) specialists in the planning and administration of adult education;

(c) personnel competent to give advice and guidance to adults on educational matters;

(d) specialists in the use of mass communication media and audio-visual media for adult education;

(e) specialists in group leadership and activities.

49. Measures should also be taken in order to make highly qualified specialists aware of the problems of adult education with a view to securing their participation in carrying out research on this subject, in training adult education teachers and in promotional work, either direct or indirect, in regard to adult education programmes.

50. Measures should be taken to enable anyone capable of acquiring the necessary skills to take part in the preparation and implementation of adult education programmes. In addition to these who are principally occupied with adult education activities, the following categories of persons in particular have a potential role to play in this regard :

(a) teachers, whatever may be the level and nature of their teaching activities;

(b) these employed in the field of mass communications, whether in a position of authority or otherwise;

(c) community and rural development leaders;

(d) persons engaged in the popularization of science and in organizing cultural and sporting activities;

(e) social workers;

(f) those responsible at all levels for voluntary organisations;

(g) technicians and qualified experts.

51. Theoretical and practical training on the problems and methods of adult education should, as appropriate and at the various levels, relate to :

(a) the principles of economic and social development, as it bears on adult education;

(b) systems of education;

(c) the methodology of situational analysis;

(d) the planning, organization and management of educational activities;

(e) the specific characteristics of the learning process in adults;

(f) traditional and modern techniques, methods and facilities for promotional work;

(g) the introduction of teaching aids.

52. Persons habitually employed in adult education work should not be offered less favourable remuneration and opportunities for promotion than those available to the members of comparable professions. Persons engaging from time to time in adult education work should be able to do so without detriment to their remuneration or promotion either in such work or in their main occupation.

VII. Relations between Adult Education and Youth Education

53. The education of young people should progressively be oriented towards life-long education, taking into account the experience gained in regard to adult education, with a view to preparing young people, whatever their social origins, to take part in adult education.

To this end, measures should be taken with a view to :

(a) democratizing access to all levels of education and training;

(b) removing the barriers between disciplines and also between types and levels of education;

(c) modifying school and training syllabuses with a view to maintaining and stimulating intellectual curiosity, and also placing greater emphasis, alongside the acquisition of knowledge, on the development of aptitudes and the acquisition of conscious attitudes and patterns of behaviour;

(d) rendering school, university and training establishments increasingly open to their economic and social environment and linking education and work more firmly together;

(e) informing young people who leave full-time education or initial training of the opportunities offered by adult education.

54. In cases where a training course organized as part of adult education leads to the acquisition of a qualification in respect of which a diploma or certificate is awarded when the qualification is acquired through study in school or university, such training should be recognized by the award of a diploma or certificate having equal status. Adult education programmes which do not lead to the acquisition of a qualification similar to those in respect of which a diploma or certificate is awarded should, in appropriate cases, be recognized by the award of a training certificate.

VIII. The Relations between Adult Education and Work

55. In order to promote the participation of persons of modest means, whether wage-earners or otherwise, in adult education programmes, not only by reducing the constraints to which they are subject but also by providing them with the opportunity of using in their work the knowledge, qualifications or aptitudes which adult education programmes are designed to make available to them, measures should be taken :

(a) to improve working conditions and, in particular to alleviate the arduous character of work and reduce and adjust working hours;

(b) to promote the granting of study leave during working time, without loss of remuneration or subject to the payment of compensatory remuneration and payments for the purpose of offsetting the cost of the education received;

(c) to offer comparable faculties to non-wage-earners of limited means.

56. Member States should encourage or facilitate the inclusion in collective labour agreements of clauses bearing on adult education, and in particular clauses stipulating :

(a) the nature of the material possibilities and financial benefits extended to employees, and in particular those employed in sectors where

rapid technological change is taking place — those threatened with being laid off, with a view to their participation in adult education programmes;

(b) the manner in which technical or professional qualifications acquired through adult education are taken into account in determining the employment category and in establishing the level of remuneration.

57. Member States should also invite firms:

(a) to anticipate and publicize, by level and type of qualification, their skilled manpower requirements and the methods of recruitment which are envisaged to meet such needs;

(b) to organize or develop a recruitment system such as will encourage their employees to seek to improve their occupational qualifications.

58. In connection with adult training programmes organised by a firm for its staff, Member States should ensure that employees who are accepted for such courses:

(a) are chosen in consultation with the workers representative bodies;

(b) receive a certificate of training or paper qualification on completion of the programme enabling them to satisfy third parties that they have completed a given training course or received a given qulification.

59. Measures should be taken with a view to promoting the participation of adults belonging to labouring, agricultural or craft communities in the implementation of adult education programmes intended for such communities; to this end they should be granted special facilities.

IX. International Cooperation

60. Member States should strengthen their cooperation, whether on a bilateral or multilateral basis, with a view to promoting the development of adult education and the improvement of its content and methods.

To this end, they should endeavour to incorporate specific clauses bearing on adult education in international agreements concerned with cooperation in the fields of education, science and culture.

61. Member States should put their experience with regard to adult education at the disposal of other Member States by providing them with technical assistance and, in appropriate cases, with material or financial assistance.

They should systematically support adult education activities conducted in countries so wishing, through UNESCO and through other international organisations, with a view to economic, social and cultural development in the countries concerned.

62. Measures should be taken at national, regional and international level with a view to making regular exchanges of information and documentation on the strategies, structures, contents, methods and results of adult education and on relevant research.

These exchanges should be made on a systematic basis between countries facing the same problems and so placed as to be capable of applying the same solutions; to this end, meetings should be organised, in particular on a regional or sub-regional basis, with a view to publicizing relevent experiments and studying to what extent they are reproducible; similarly, joint machinery should be set up in order to ensure a better return on the research which is undertaken.

63. Measures should be taken with a view to the optimum dissemination and utilisation of audio-visual equipment and materials. In particular, it would be appropriate :

(a) to adapt such dissemination and utilisation to the various countries' social needs and conditions, bearing in mind their specific cultural characteristics and level of development;

(b) to remove the obstacles to such dissemination and utilisation resulting from the regulations governing commercial or intellectual property.

64. In order to facilitate international cooperation, Member States should apply to adult education the standards recommended at international level, in particular with regard to the presentation of statistical data.

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